



## Annual Assessment Report 2020-2021

### BA Art History Art Department College of Environmental Design

#### CONTACT

Name of Program Assessment Lead Karlyn Griffith

Name of Person Completing Report Karlyn Griffith

#### DISCIPLINARY ACCREDITATION Yes

#### DEVELOPMENT AND DOCUMENTATION OF STUDENT LEARNING OUTCOMES

How were the program's SLOs developed? (select all that apply)

- ☐ Our disciplinary accrediting agency has required learning outcomes, so we use them.
- ☐ We developed them as a program/department using our own knowledge and expertise of the field.

Other than the [CPP Catalog](#) and the [Office of Assessment and Program Review website](#), where else are your SLOs published? Select all that apply.

- Department Website - provide URL: <https://www.cpp.edu/env/art/degreesadmissions/ba-arthistory.shtml>
- Course Syllabi

#### ASSESSMENT ACTIVITIES IN 2020-2021

This section provides the opportunity for programs to share and discuss assessment activities conducted in **AY 2020-2021**. This includes data collection, rubric development, data analysis, discussion of findings, development or implementation of closing the loop improvement strategies, update of your assessment plan and/or curriculum matrix, etc.

How many total SLOs does your program assess according to your assessment plan?

- 5

**How many SLOs did your program assess this past year in 2020-2021?**

- My program assessed SLOs in AY 2020-2021

**Please list the SLOs examined**

- SLO #1: Identify important works of art and design, artistic movements, and trends
- SLO #2: Analyze works of art and design using art historical tools of visual analysis and discipline appropriate vocabulary

**Student Learning Outcome (SLO): SLO #1: Identify important works of art and design, artistic movements, and trends**

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence
<ul style="list-style-type: none"> <li>Collected direct evidence (e.g., student work, exam items, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Assignment/exam/paper completed as part of regular coursework</li> </ul>	
<ul style="list-style-type: none"> <li>Collected indirect evidence of student learning (e.g., surveys, interviews, focus groups, etc.)</li> <li>Scored and/or analyzed indirect evidence of student learning</li> </ul>	<ul style="list-style-type: none"> <li>Student survey/interview/focus group with self-reports of SLO achievement</li> </ul>	
<ul style="list-style-type: none"> <li>Other, please explain: analyzed direct evidence without assessment rubric</li> </ul>		

Findings			
N of Artifacts	Criterion Used	Goal Met	Eye-opening Result
13	Average score	Yes. SLO 1 was 100% met	Although this SLO was met, the scores indicate students did not pass the assignment. However, non-Art History majors scored higher over all. Regardless, SLO 1 was met. Art History critical thinking is lacking in Art History majors.

**Student Learning Outcome (SLO): SLO #2: Analyze works of art and design using art historical tools of visual analysis and discipline appropriate vocabulary**

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence
<ul style="list-style-type: none"> <li>Collected direct evidence (e.g., student work, exam items, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Assignment/exam/paper completed as part of regular coursework</li> </ul>	
<ul style="list-style-type: none"> <li>Other, please explain: Used professional judgment (no rubric or scoring guide used)</li> </ul>		

Findings			
N of Artifacts	Criterion Used	Goal Met	Eye-opening Result
11	I used the assigned grade but also read the assignment and feedback against the SLO	Yes overwhelmingly	The Art History majors performed very well with this SLO and the assignment chosen. Almost all got As and Bs. The quality of critical thinking in applying the skills of SLO2 was also very high. The assignment offered appropriate depth to give students a chance to really shine. Tweaking the assignment to specifically ask for appropriate vocabulary would enhance the effectiveness of this assignment.

## IMPROVING THROUGH ASSESSMENT

**Overall, what best describes how the program used the results in 2020-2021? Select all that apply.**

- Assessment procedure changes (SLOs, curriculum matrix, rubrics, evidence collected, sampling, communications with faculty, etc.)
- Course-level changes (e.g., syllabus, content, pedagogy)

**Ideas to improve student learning can come from different constituents. With whom did the program discuss assessment planning and/or share results during AY 2020-2021? Select all that apply.**

- No discussion occurred in AY 2019-2020

**The past academic year posed both challenges and opportunities. Please share any assessment discoveries (e.g., insights about assessment procedures, great achievements, etc.) regarding program assessment in 2020-2021 so that others may learn from your experiences.**

First the art history program needs a scoring rubric for the SLOs. We have a grading rubric for writing assignments. It didn't help me with assessing this year's SLOs. An annual assessment review would be useful for Art History faculty.

**CPP's GI2025 goals focus on eliminating equity gaps. What plans do you already implement, or would implement to support the campus' diversity, equity, and inclusion (DEI) efforts? (e.g., planned or current disaggregation of assessment data by race/ethnicity, etc.)**

I don't know how I would know the race of my students. We could add a question to our graduation survey about diversity.

**The most current assessment plan and curriculum matrix we have on file for your program may be found [here](#). To ensure we have the most updated assessment plan and curriculum matrix for your program, and for posting on our website, please upload the following documents:**

**Assessment Plan - Yes**

**Curriculum Matrix- Yes**